DOCUMENT RESUME

ED 277 748 TM 870 027

TITLE	Reading, Grade 1. TEAMS Instructional Strategies Guide.
INSTITUTION	Texas Education Agency, Austin.
PUB DATE	Aug 86
NOTE	46p.; For related documents, see TM 870 022-039.
AVAILABLE FROM	Texas Education Agency, William B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Basic Skills; Decoding (Reading); *Grade 1; Instructional Development; Learning Activities; *Minimum Competency Testing; Primary Education; *Reading Instruction; Reading Skills; *Reading Strategies; *Reading Tests; State Programs; Teaching Guides; Testing Programs; Test Items; Word Recognition
IDENTIFIERS	Test Content; *Texas Educational Assessment of Minimum Skills

ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 1. It provides detailed description of the test items used to measure each reading objective. The nine reading objectives are subsumed under five skill areas: (1) main idea; (2) word meaning (sight words, compound words, contextual analysis); (3) word decoding (structural analysis, phonic analysis); (4) detail (specifics, sequence); and (5) inference (predicting future outcomes). The following information is provided for each objective: (1) a description of the objective; (2) a sample item; (3) test questions; (4) answer choices; (5) answer analysis for the sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

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INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 1

TEXAS EDUCATION AGENCY
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701

August 1986

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TEAMS INSTRUCTIONAL STRATEGIES GUIDE

READING

GRADE 1

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ACKNOWLEDGMENTS

Under contract with the Texas Education Agency, the Information Services Division of National Computer Systems subcontracted with IOX Assessment Associates to develop this TEAMS instuctional strategies guide.

Key reviewers of early drafts of the guide were Lisa Chandler, Catherine Davis, Norlene Kunkel, Stella Martinez, Sharon O'Neal, Margaret Paulissen, and Patricia Sachse Porter of the Texas Education Agency.

INTRODUCTION

During 1980-1985 the Texas Education Agency (TEA) administered a criterion-referenced testing program, the Texas Assessment of Basic Skills (TABS). That program was designed to measure minimum skills in mathematics, reading, and writing at Grades 3, 5, and 9. In July 1984, under the provisions of House Bill 72, a new basic skills assessment program was mandated in mathematics, reading, and writing at Grades 1, 3, 5, 7, 9, and 11. In response, development of the Texas Educational Assessment of Minimum Skills (TEAMS) was instituted by TEA during the 1985-1986 school year.

School district personnel from across Texas participated in all aspects of the development of TEAMS. Basic skills objectives were selected after a thorough review of the State Board of Education Rules for Curriculum, GE4 450 01 (Essential Elements). Under TEA supervision measurement specifications and test items were developed for each objective. Statewide field testing was conducted to ensure the quality of test items. The State Board of Education then approved the TEAMS tests for administration.

Because of the significance of the TEAMS program, TEA is providing Texas educators with instructional strategies guides for all objectives measured on each TEAMS examination. These guides describe the TEAMS objectives as well as instructional considerations and activities that can be used to promote mastery of TEAMS objectives.

This instructional strategies guide focuses on the TEAMS reading objectives for Grade 1. It provides a detailed description of the test items used to measure each reading objective. In addition, a brief instructional analysis is provided for each objective as are instructional activities that can help students master the objective.

Texas educators will undoubtedly vary in the ways they wish to promote learner mastery of the TEAMS objectives. Thus, the instructional components of this guide are <u>not</u> intended to be prescriptive. Teachers should view suggested activities as potential approaches that lead to mastery of the TEAMS objectives.

Components of the Instructional Strategies Guide

Nine TEAMS reading objectives are measured at the first grade level. These objectives are subsumed under one of five skill areas. The distribution of reading objectives by skill area is shown on the next page.

SKILL AREA	OBJECTIVE
Main Idea	Main Idea
Word Meaning	Sight Words Compound Words Contextual Analysis
Word Decoding	Structural Analysis Phonic Analysis
Detail	Specifics Sequence
Inference	Predicting Future Outcomes

This guide provides the following information for each of the reading objectives included in the TEAMS Grade 1 test.

Description of the objective. This section provides a succinct overview of the objective's focus.

Sample item. An illustrative sample item follows the description of each objective. This item is consistent with the test specifications for the objective, hence is representative of the TEAMS items used to measure students' mastery of the objective.

Test questions. To provide a more detailed view of how each TEAMS objective is assessed, the next section provides a description of the test question. All of the Grade 1 reading items present a stimulus that precedes three answer choices.

Answer choices. The next section deals with the response to each multiple-choice test item. Important characteristics of answer choices are described.

Answer analysis for sample item. An analysis of the answer choices from the sample item is then provided. This analysis explains why the correct answer is right and why the incorrect answers are wrong.

Instructional emphases. Considerations relevant to the design of instructional sequences for each TEAMS objective are described in this section. These instructional analyses are not intended to represent the only important points associated with instruction aimed at a particular objective. However, it is hoped that these discussions will stimulate educators' consideration of each objective.

Possible instructional activities. A final section discusses several instructional activities for each objective that Texas educators may wish to consider as they organize their instructional plans.

Use of the Instructional Strategies Guide

This TEAMS instructional strategies guide is designed to accomplish two goals. First, the guide enables Texas educators to become familiar with the types of strategies employed to assess learner mastery of the TEAMS Grade 5 reading objectives. Educators who wish to learn more about how the TEAMS objectives are tested should consult the TEAMS objectives and measurement specifications available at cost from TEA. The level of detail provided in this instructional strategies guide should provide sufficient information for educators to design effective instructional sequences. Second, each instructional strategies guide provides suggestions for instructional strategies that can be used to promote mastery of TEAMS objectives.

The specific setting in which a given district chooses to provide instruction in the TEAMS objectives will influence the way in which the materials in this guide can be employed. The format of the guide permits flexible use.

General Nature of the Test Items

The TEAMS first grade reading objectives are measured by multiple-choice items that consist of a stimulus followed by three answer choices, one of which is correct. The stimulus, depending on the objective, is a single word, sentence, or reading selection followed by a question. Reading selections are similar to those that students encounter in school, at home, or in their community. The selections contain a maximum of 32 words. Each selection is used to test one objective.

SKILL AREA: MAIN IDEA

Objective 1: Identify the main idea.

This objective requires students to select the best statement of a reading selection's main idea.

Sample Item

Teacher says: "Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space next to the sentence that tells what the story is mainly about."

> Sandy and John get books at the library. Sandy picks out a book about ghosts. John gets a book with pretty pictures. Then they take their books home.

What is the story mainly about?

- ○ Sandy and John are learning to read.
- ○ Sandy picks out a book about ghosts.
- ○ Sandy and John get books at the library.

Test Questions

1. A test item will present an untitled, boxed reading selection of one paragraph that communicates a single, central idea that is explicitly stated in one sentence. This selection will be followed by the question, "What is the story mainly about?"

Answer Choices

1. The correct answer choice will be a paraphrase or a direct restatement of the selection's main idea sentence.

2. Incorrect answer choices will be any of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Inappropriate in Scope: A statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection.

   c. Irrelevant: A statement that introduces information not included in the selection. The statement will contain at least one concept from the selection.

Answer Analysis for Sample Item

1. Answer choice A introduces information not included in the selection. The selection focuses on children getting books at the library, not learning how to read.

2. Answer choice B is inappropriate in scope because it is too narrow. The kind of book that Sandy finds at the library is one of the supporting details for the main idea of the selection.

3. Answer choice C is a correct restatement of the main idea of the selection as expressed in the first sentence. The central message is that the two children are getting books at the library.

Instructional Emphases

The ability to grasp the main idea of a reading selection is an important reading skill. At the first grade level, students should realize that a reading selection is not just a string of sentences, but a cohesive whole that tells a central idea or message.

You may wish to introduce students to the concept of finding the main idea within a pictorial context. For example, select a picture depicting a scene or an event and ask students to describe what the picture is mainly about. Discuss the differences between details that support the main idea (for example, "The wagon is red.") and the main idea of the picture (for example, "The boy is pulling the red wagon.").

Once students are familiar with the concept of finding a main idea, provide opportunities for students to identify topics from selections they read or from selections that are read to them. At first, you may wish to provide short stories in which the main idea is explicitly stated in one sentence. Encourage students to read or listen to a story and find the sentence that tells what the story is mainly about.

The main idea statement summarizes all of the details or pieces of information presented in the selection. For students to identify the main idea, they must be able to distinguish between sentences that express the main idea and sentences that contain supporting details. You may wish to have your students think of the main idea sentence as the one sentence that tells what all the other sentences are about. Students should realize that even though an answer choice is stated directly in the selection, that answer may be a detail and not a main idea statement.

On the first grade test, the main idea of a selection is explicitly stated in a single sentence that may appear anywhere in the selection. It is important, therefore, that your students realize that the first sentence of a selection is not always the main idea statement.

You may also want to explain to your students that the main idea of a selection can be stated in more than one way. Students should be aware that the correct answer choice will not always be stated exactly as it is expressed in the test item. For example, the main idea for the sample item could be either of the following sentences:

> Sandy and John get books at the library.
> (restatement)
>
> Two children get books from the library.
> (paraphrase)

Main idea statements can be modified by using synonyms or by changing word order. You may wish to encourage students to think about how a sentence could be said in a different way and still have the same meaning.

Possible Instructional Activities

The main idea of reading selections used in the following activities should be explicitly stated in a single sentence and should not always be the first sentence of the selection.

What's It Mainly About?

Have students read a brief story and select the main idea of the story from two or three choices developed by the teacher. If the correct answer is a restatement of the main idea sentence, then one other answer choice should also be directly restated from the story. If the correct answer is a paraphrase, then one incorrect answer choice should also be paraphrased. Incorrect answer choices should be either contradicted or unsupported by information in the story, or too broad or too narrow to encompass all of the information presented.

Story Lines

Have students work in pairs to create illustrated stories generated from main idea statements. Present each pair of students with a large sheet of paper with lines for writing at the bottom and space for a picture at the top. In addition, give them a card on which is written a main idea statement--that is, a sentence that could summarize a brief story or description (for example, "Jenny had a busy day today." or "Tom's bedroom is a mess."). Together, the two students are to write a three- to five-sentence story or description "about" the statement. Tell students that they can use the sentence in the story if they wish, but that this is not necessary if the story gets that message across without stating it word-for-word. Have students illustrate the story on the same page. You may wish to suggest that drawing the illustration first, based on the main idea statement, may in some cases help in the writing of the story. Circulate, as students work, to keep them on task and make sure that they are on the right track.

Form a book with these stories. Read three to five of them a day to the class. As you read the story or description, show the illustration. (An illustration helps first graders to generalize about a set of sentences. This leads to an awareness of a unifying main idea.) After a story has been read, call on a student (other than the two students who wrote the story) to tell you in one sentence what the story is about. If the class has trouble forming a main idea statement, lead a discussion to help them perceive it and/or ask one of the students who worked on the story to provide the original sentence.

Story Train

Distribute a handout, or present to the class on posterboard, a four-sentence story or description. One of the sentences should be a main idea statement that is supported by the remaining three sentences. For example:

Mike went to the zoo.
Mike ate lunch in a restaurant.
Mike played soccer in the park.
Mike had fun on Saturday.

On the chalkboard, draw a simple outline of four train cars--an engine followed by three freight cars. Ask students which one of the sentences tells about all the others. Write this sentence in the engine car. As individual students read aloud the three supporting sentences, write these sentences in the freight cars. Have students tell you why one sentence was placed in the engine car. Discuss and move on to further examples.

Same But Different

This activity helps students to recognize paraphrased versions of main idea sentences. Provide students with a handout divided into two columns. One column should contain several sentences. The other column should provide paraphrases of these sentences listed in a different order from the first column. Direct students to draw lines connecting the sentences that express the same idea but with different words.

Alternatively, you can project the sentences with an overhead projector and call on students to identify paraphrased equivalents. Discuss how the writer of the sentences was able to say the same thing in different ways.

Practice in recognizing paraphrased information can also be provided using brief passages rather than isolated sentences. Demonstrate how information that is provided in two or more sentences can be expressed in one sentence, and vice versa. Also discuss ways in which the presentation of information in a passage can be changed, such as by a change in order.

SKILL AREA: WORD MEANING

The skill area of word meaning includes three objectives. The first objective deals with the students' ability to recognize the meaning of words with which the students should be familiar. The second objective concerns the students' ability to identify the meaning of compound words. The third objective calls for students to discern the meaning of words from the context in which the words appear.

Objective 2: Recognize words by sight.

This objective requires students to identify a picture depicting the meaning of a word.

Sample Item

Teacher says: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

Find the picture of this word.

cup

Test Questions

1. A test item will present a word followed by the directive, "Find the picture of this word."

2. Eligible words will be nouns at the first grade level on the TEA Cumulative Vocabulary List.

Answer Choices

1. The correct answer choice will be the picture that depicts the tested word.

2. Incorrect answer choices will be any of the following types:

   a. Similar Sound: A picture of a noun that has the same beginning or ending sound as the tested word.

   b. Incorrect Meaning: A picture of a related, but different, common noun.

Answer Analysis for Sample Item

1. Answer choice A is incorrect. It depicts a noun that has the same beginning sound as the tested word. The words "cow" and "cup" both begin with a hard "c."

2. Answer choice B is also incorrect. It depicts a bottle, which, like a cup, is a container for liquid.

3. Answer choice C is correct. It is a picture of the tested word "cup."

Instructional Emphases

Students with a large sight-word vocabulary can recognize and understand many words without resorting to word attack techniques such as contextual or structural analysis. The ability to comprehend the meaning of words without having to use word attack techniques is known as sight recognition.

When introducing new words you may wish to have students focus on visual clues such as initial consonants and word shapes to help students distinguish between words. Introducing new words within the context of a sentence or in a pictorial context helps students learn the meaning of these words.

The use of language experience activities that encourage students to use new words in their own sentences reinforces the students' sight recognition of words. Care should be taken to ensure that words are practiced within meaningful contexts and not solely through isolated drill. Thus, you should avoid

relying exclusively on repetitive writing activities or flash card drills so that students will develop the ability to transfer knowledge of recently learned words to new situations.

Possible Instructional Activities

Phrase Flash

This activity encourages students to practice recognizing sight words presented in phrases. On 5" by 3" pieces of oaktag, write brief phrases using words at the first grade level on the TEA Cumulative Vocabulary List. For each phrase, underline the noun you want students to practice. Show students the flash card and read the phrase with the exception of the underlined word. Students respond orally by filling in the blank.

To provide practice without teacher involvement, paste a picture of the noun on the back of the card. Students can self-correct by reading the phrase to themselves and then checking the picture on the back.

Cloze Stories

Provide brief stories such as the following, in which words that can be determined by context have been replaced by blanks. You may want to provide a title or a simple illustration to establish a general context for the story.

Peppy the Dog

Peppy is wagging his _____ because he is happy. He digs and digs to find his _____ in the ground. It is fun to chew. A girl who is in the _____ calls Peppy inside to _____ his supper.

Word Bingo

Make bingo boards that have, in each square, a picture of a noun taken from a story students have recently read in class. Print the depicted words on separate pieces of oaktag.

Distribute bingo boards and markers to a group of students. Hold up a word and give students a few minutes to see if the picture that goes with the word is shown on their bingo board. Students who have the picture on their bingo board should place a marker on top of the picture. The first student who correctly covers the depicted words in a row, in a column, or on a diagonal wins the game.

Picture-Word Match

Paste pictures of recently encountered nouns on pieces of oaktag. (You may wish to use the same cards developed for Word Bingo.) On similarly sized pieces of oaktag, print the word that goes with each picture. Print one word per card.

Students shuffle the picture cards and the word cards together and then attempt to match each picture card with the correct word card. Matching geometric shapes placed on the back of the word/picture cards enables students to self-check. This game can be played individually or in small groups.

Word Wheel

Cut out a 10" diameter circle from oaktag. Divide the circle into 10 pie-shaped segments. Paste one picture of a noun selected from the first grade vocabulary list in each pie-shaped segment. Using a magic marker, print the word for each picture on a wooden clothespin. Direct students to read the words printed on the clothespins and to then clip the clothespins onto the correct picture.

Word Book

Staple 20 sheets of paper together to form a book for each student in your class. Each day write one word from the first grade vocabulary list on the chalkboard. Ask a student volunteer to read the word to the class. Direct students to write a sentence that includes that word in their word books. Students can then each draw a picture illustrating the sentence on the same page. At the end of each week, you might have students write and illustrate a story containing the four words of the week.

Students should keep their books in their desks. Word books can be used to review sight words that students have trouble remembering and as dictionaries.

Objective 3: Recognize the meaning of compound words.

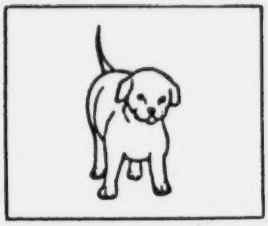
This objective requires students to identify a picture depicting the meaning of a compound word.

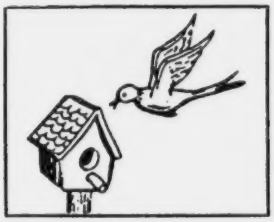
Sample Item

Teacher says: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

Find the picture of this word.

doghouse





Test Questions

1. A test item will present a compound word and the directive, "Find the picture of this word."

2. Eligible compound words will be composed of two nouns selected from the first grade level on the TEA Cumulative Vocabulary List. The compound word will not be on the TEA Cumulative Vocabulary List for first grade.

Answer Choices

1. The correct answer will be a picture that depicts the tested word.

2. Incorrect answer choices will be either of the following types:

   a. Incomplete: A picture that represents one, but not both, of the nouns in the compound word.

   b. Irrelevant: A picture that represents a plausible but incorrect interpretation of the compound word.

Answer Analysis for Sample Item

1. Answer choice A is incomplete. It depicts a dog, which is only one of the nouns in the compound word.

2. Answer choice B is correct. It depicts a doghouse with a dog next to it for additional clarification.

3. Answer choice C is irrelevant because it depicts a bird and a birdhouse.

Instructional Emphases

Compound words consist of two words that are combined to form a new word. The compound words tested on the first grade TEAMS test are words that are conceptually concrete and have commonly accepted definitions. The meaning of the tested compound words can be readily determined by knowing the meaning of each of the component words.

Compound words are typically longer than most words encountered at the first grade level. To help beginning readers gain the confidence to tackle "long words" you may wish to introduce compound words as two small words. Emphasize that the two small words are words that students already know.

To decode compound words, students must be able to identify the component words that make up a compound word. Some students may experience difficulty distinguishing words within words from the syllables of a word. Students may initially require practice identifying compound words from long multisyllable words.

To understand the meaning of a compound word, students should realize that the two small words contribute important pieces of information. By combining the meanings of the two words, students should be able to figure out the meaning of the compound word. Students may need to be reminded to combine the meanings of both words so that they are not distracted by answer choices that depict only one of the component words.

Possible Instructional Activities

Word Building

Write on the chalkboard two columns of words that could be used to form compound words. Use nouns from the first grade vocabulary list. Direct students to make compound words using one word from each list. Have students use the words in the left-hand column as the first word in the compound word. This activity can be done individually or in a large group.

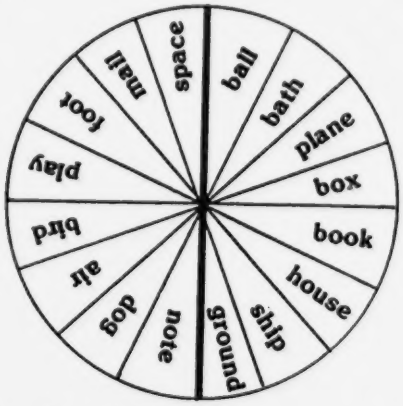
As a variation of this activity, students can draw pictures of their words. Ask students to present their pictures to the class and to use their compound words in sentences that describe their pictures.

Word Search

This activity helps students learn to distinguish between compound words composed of two small words and long multisyllabic words. Provide students with a number of compound words and several long multisyllablic words (e.g., brother, different). Direct students to look carefully at each word to find the words that are compound words. Students should then circle the smaller words in each compound word.

Compound Pie

Distribute copies of the following to your students.



1. We flew to Florida in an _____.
2. My big brother plays _____ at his high school.
3. Rover lives in a _____ in the yard.
4. The sparrow is splashing in the _____.
5. I put my school papers in my _____.
6. At recess we go out to the _____.
7. The postman puts letters in our _____.
8. A _____ can go to other planets.

Explain to students that each of the words in the right-hand half of the pie can be added to a word in the left-hand half of the pie to make a new word that is a compound word. Students are to fill in the sentence blanks with compound words from the pie. Work on the first two or three sentences as a group, having students read the sentences and form the compound words aloud.

As a variation, have students form a nonsense compound word (such as "airbath" or "dogbook") from the pie and illustrate and/or define the new word on the back of the sheet. Have students share these with the class and use these words to demonstrate how compound words are made.

Objective 4: Use context to understand the meaning of words.

This objective requires students to identify the meaning of an unfamiliar word by analyzing the context in which the word appears.

Sample Item

Teacher says: "Read the story in the box to yourself. One word is underlined. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word."

> The kitten is playing with my balloon. I hope she does not destroy it. Then I would not have a balloon anymore.

What does destroy mean?

- ○ find
- ○ break
- ○ fix

Test Questions

1. A test item will present a reading selection of two or three sentences containing an underlined word whose meaning can be determined by analyzing the context in which the word is presented. The selection will be followed by the question, "What does [underlined word] mean?"

2. The selection containing the underlined word will provide context clues for the meaning of the word in question. The

context clues provided may be synonyms, antonyms, or situations that clarify the meaning of the underlined word.

3. The underlined word will be a word not likely to be known by first grade students; that is, it will not be on the TEA Cumulative Vocabulary List for Grade 1. All the other words in the selection, other than proper nouns, will be drawn from the TEA Cumulative Vocabulary List for Grade 1.

Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word as used in the reading selection.

2. Incorrect answer choices will be either of the following types:

   a. Contradicted: A definition that is opposite in meaning from the actual definition of the underlined word.

   b. Irrelevant: A plausible but incorrect definition of the underlined word.

Answer Analysis for Sample Item

1. Answer choice A is irrelevant. The selection states that the kitten is playing with the balloon. The kitten must, therefore, have already found the balloon.

2. Answer choice B is correct because "destroy" means to break or ruin. This definition is supported both by the situation (a kitten with sharp claws playing with a fragile balloon) and the information provided in the last sentence of the selection, "Then I would not have a balloon anymore."

3. Answer choice C is contradicted by the content of the reading selection. If the child does not have a balloon anymore, then the balloon could not have been fixed.

Instructional Emphases

Context clues are words or phrases contained in a reading selection that help readers determine the meaning of an unfamiliar word in that passage. Such clues may appear in the form of a situation that exemplifies the unfamiliar word or as details that provide additional information. The supporting details, in combination, serve as context clues that convey the meaning of the unfamiliar word.

Synonyms and antonyms also serve as context clues within a selection. Students can use synonyms and antonyms to determine whether the meaning of an unfamiliar word is the same as or

different from a known word. "The cat was not big. It was tiny," is an example of the use of an antonym as a context clue.

Linking words are another type of context clue that illustrate the relationship between two terms. For example, the linking word "but" establishes a relationship of difference, indicating that the unfamiliar word has a meaning that is different from the known word. For example, "The toy spider looked real, but it was fake."

Students should be encouraged to try to determine the meaning of an unfamiliar word by looking at the way in which it is used in a sentence and by considering the information provided by the other sentences in the selection. By knowing the types of clues to look for, students should be more successful in decoding unfamiliar words.

Possible Instructional Activities

Clue Search

This activity is designed to help students identify context clues in reading selections. Provide students with a one- to three-sentence passage that contains one underlined unknown word plus at least one context clue as to the meaning of the word. The clue(s) may be 1) a synonym or antonym, 2) the setting, 3) details that provide additional information, or 4) a situation created by the word. Direct students to read the passage and circle the clue(s) that helped them to determine the meaning of the unknown word. As a large group activity, ask students to share their definitions of the unknown word and to discuss the context clue(s) that helped them determine its meaning.

Silly Words

Orally present a one- to three-sentence passage that contains a nonsense word plus context clues as to the meaning of the word. Follow each passage with two or three answer choices, only one of which could be a plausible definition of the nonsense word. For example, if the passage contained the sentence "I rode my hungrass down the street," you might ask students questions such as "Could a 'hungrass' be a [football/library/bicycle]?" Have students express reasons for their judgments--for example, "A hungrass can't be a football because you can't ride a football down the street."

Synonyms/Antonyms

Write two sentences on the chalkboard. Underline either a verb, adjective, or adverb in the first sentence. The second sentence of the pair should have a blank space to be completed

with either an antonym or synonym for the underlined word in the first sentence. For example:

The ball is <u>small</u>.	The ball is <u>small</u>.
or	
It is _____. (little)	It is not _____. (big)

To practice antonyms, have students suggest an opposite for the underlined word in the first sentence that would complete the second sentence. To practice synonyms, have students suggest a word that means the same as the underlined word in the first sentence that would complete the second sentence.

Introduce students to the use of synonyms and antonyms as context clues with examples such as the following:

Jerome thinks he's short, but he looks _____ next to Danny. (tall)

I felt sad yesterday, but today I feel _____. (happy)

Tina is sweet, and Gretel is also _____. (nice)

SKILL AREA: WORD DECODING

The skill area of word decoding includes two objectives. The first objective deals with root words and inflectional endings. The second objective deals with the identification of words that have similar phonetic sounds.

Objective 5: Use structural analysis to recognize root words.

This objective requires students to identify the root word of a word that has an inflectional ending.

Sample Item

Teacher says: "Read the sentence in the box to yourself. One word is underlined. Decide what the root word of growls is. Fill in the space next to the root word."

> The lion growls in his cage.

What is the root word of growls?

- ○ growl
- ○ grow
- ○ s

Test Questions

1. A test item will present a sentence containing an underlined word followed by the question, "What is the root word of [underlined word]?"

2. The underlined word will be a root word with an inflectional ending. The root word will be a noun or a verb and will not end with the letter "e." The inflectional ending will be "-s," "-es," "-ing," or "-ed."

3. All words in the sentence, other than proper nouns, will be at the first grade level on the TEA Cumulative Vocabulary List.

Answer Choices

1. The correct answer will be the root word of the underlined word.

2. Incorrect answer choices will be either of the following types:

   a. Inflectional Ending: The inflectional ending of the underlined word.

   b. Inaccurate Root Word: The root word including at least one letter of the inflectional ending or excluding at least one letter of the root word.

Answer Analysis for Sample Item

1. Answer choice A is correct. Growl is the root word of growls.

2. Answer choice B is inaccurate because it excludes the letter "l."

3. Answer choice C consists of the inflectional ending "s."

Instructional Emphases

The structural analysis skill at the first grade level requires students to distinguish between a root word and its inflectional ending. It is important for students to recognize that the root word represents the idea to be communicated and that the inflectional ending changes the meaning (i.e., number or tense) of the root word.

To master this skill, students should be familiar with the concept of inflectional endings and know the four endings eligible to be tested at this grade level. Because students are not yet required to be proficient in spelling root words, it is essential that students know the letters which comprise each ending to be able to identify the root word.

In addition to providing opportunities for students to practice separating root words from inflectional endings, you may wish to encourage students to think about how an inflectional ending changes the meaning of a root word. Presenting words within the context of a sentence will help students understand how an inflectional ending adds to the meaning of the root word.

Possible Instructional Activities

Root Word Hunt

Provide students with a reading selection that includes a number of words with inflectional endings. Direct students to read the selection, circle the root words, and underline the inflectional endings.

A Word-A-Day

Print a regular verb on the chalkboard and list the four eligible inflectional endings next to the word (for example, help: -s, -es, -ing, -ed). Direct students to use the verb of the day to make three new words (in this case, "helps," "helping," and "helped"). Students can then use their words in sentences. In addition you may wish to distribute copies of a story containing the verb in its various forms. Read the story with the class and have students identify the verb and its endings.

This same activity can be done with nouns of the students' choice and the two inflectional endings "-s" and "-es" (for example, fox: -es, -s). Direct students to add the correct inflectional ending to make the word plural.

Word Building

Print regular verbs and an equal number of the inflectional endings "-s," "-ed," and "-ing" on strips of oaktag. Select only regular verbs that require the inflectional ending "-s." Keep words and endings in separate boxes. Have students take one strip out of each box. Direct students to make a new word by adding the inflectional ending to the root word. Students can then think of a sentence that contains their word.

As a group activity, students can read their word aloud to the group, distinguish between the root word and its inflectional ending, then use their word in a sentence. Teachers may wish to discuss how the ending changed the meaning of the root word (such as its number or tense).

Erase An Ending

Print a number of root words with inflectional endings on the chalkboard. Ask a student to come to the board, erase the inflectional ending from one of the words, then read the root word to the class.

A Time For Endings

Prepare three versions of the same brief story. The first version should be in the simple present tense, thus using the inflectional endings "-s" and "-es." (For example, "Every Saturday, Justin eats pancakes for breakfast. Then he washes the dishes and dresses himself. After that, he rides his bike to the park. He joins his friends and plays soccer.") The second version should be in the present progressive tense, using the inflectional ending "-ing." ("Right now, Justin is eating pancakes for breakfast. Now he is washing the dishes, and now he is dressing himself. He is riding his bike to the park. He is joining his friends and playing soccer.") The third version should be in the simple past tense, demonstrating the use of "-ed." ("Yesterday Justin ate pancakes for breakfast. Then he washed the dishes and dressed himself. After that, he rode his bike to the park. He joined his friends and played soccer.")

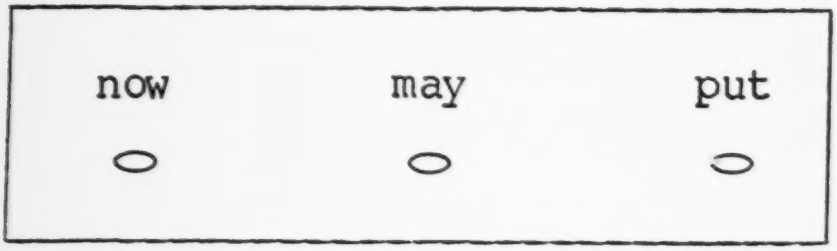
Have students read the passages aloud. After each passage has been read, have students underline the verbs ("action words") in that version and circle the verb endings. Discuss the time sense of each selection and how the infectional endings and the time indicators ("every Saturday," "now," "yesterday") establish this time sense ("something that happens all the time," "something that is happening now," "something that happened before").

Objective 6: Recognize words through phonic analysis.

This objective requires students to identify a word that has the same specified phonetic sound as an orally presented word.

Sample Item

Teacher says: "Look at the three words. Now listen very carefully. Find the word with the same beginning sound as mitt. Fill in the space under your answer."



Test Questions

1. A test item will present one of the following three directives:

   a. Find the word with the same beginning sound as [stimulus word].

   b. Find the word with the same ending sound as [stimulus word].

   c. Find the word with the same vowel sound as [stimulus word].

2. The stimulus word will be a single-syllable word at the second grade level on the TEA Cumulative Vocabulary List. Words that contain "r" controlled vowels, a short "i" or short "e" before the letter "n," or vowel combinations will not be used for testing vowel sounds. Words that contain consonant blends or consonant digraphs will not be used to test consonant sounds.

Answer Choices

1. The correct answer will be a single-syllable word with either (a) the same initial consonant sound, (b) the same final consonant sound, or (c) the same medial vowel sound as the stimulus word.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect Vowel: A word with a vowel sound different from the vowel sound in the stimulus word.

   b. Incorrect Consonant: A word with an initial or final consonant sound different from the initial or final consonant sound in the stimulus word.

3. Ineligible answer choices include the following types:

   a. Vowels: Words that contain an "r" controlled vowel or a short "i" or short "e" before the letter "n."

   b. Initial Consonants: Words that begin with "c" if the stimulus word begins with "k" and vice versa, or words that begin with "b" if the stimulus word begins with "v" and vice versa.

   c. Final Consonants: Words that end with "ks" if the stimulus word ends with "x" and vice versa.

Answer Analysis for Sample Item

1. Answer choice A is incorrect. The letters "n" and "m" have similar but different sounds.

2. Answer choice B is correct. The words "mitt" and "may" both begin with the sound /m/.

3. Answer choice C has an incorrect initial consonant but ends with the sound /t/, the final consonant in the stimulus word.

Instructional Emphases

Phonics refers to the sounds of letters. When readers use phonics, they use their knowledge of the sounds of letters and letter combinations to pronounce new words.

Essential to a knowledge of phonics is the conceptual understanding that letters represent sounds. In addition to associating sounds with letters, students must be able to discriminate aurally and orally one letter sound from other letter sounds. As letter sounds are introduced, you may wish to emphasize the similarities and differences between letters of the alphabet and the sounds they make.

As students learn the sounds of letters, it is important that they be able to associate the sound of a letter with the way it sounds within words. Although letter sounds may first be introduced in isolation, students should soon be given the opportunity to practice letter sounds within the context of

words. Phonics taught within the context of words helps students apply their knowledge of sounds in the decoding of unfamiliar words.

To reinforce student mastery of single letter sounds, provide opportunities for students (1) to identify letter sounds within words and (2) to listen for specified consonant or vowel sounds in orally presented words. Once students are proficient with letter sounds in association with words, focus attention on identifying the location of the sound within a word; that is, they should identify the specified sound at the beginning, end, or middle of the word. Activities emphasizing sequence may be necessary to familiarize students with the concept of beginning, middle, and end.

When teaching a sound skill, it is important to recognize that students from geographically and culturally different groups may pronounce sounds differently. Prior to instruction, you may wish to evaluate students' pronounciation of specified sounds as well as their ability to discriminate between sounds. Oral reading will provide clues regarding students' knowledge of phonics as well as any geographical or cultural differences in letter pronunciation.

Possible Instructional Activities

Vowel Sounds

Provide students with pairs of words that focus on one vowel. One word of the pair should illustrate the short vowel sound and the other word of the pair should illustrate the long vowel sound. For example, a word pair could be "bone" and "box," or "mat" and "late." Direct students to divide a piece of paper into two columns. Label one column "long" and the other column "short." Students should read each word pair to themselves, then write the word with the long vowel sound in the column labelled "long" and the word with the short vowel sound in the column labelled "short."

Find The Sound

Print on the chalkboard a single-syllable word familiar to your students. Pronounce one of the letter sounds in the word. Ask a student to come to the board and circle that letter. Students can then, together, pronounce the other sounds in the word for additional practice. Proceed with new words, calling a different student to the board each time.

Word Bingo

Make bingo boards that have, in each square, a single-syllable word from the first grade level on the TEA Cumulative Vocabulary List or from first grade reading tests. Distribute the bingo boards and markers to students. Direct students to look for words on their bingo boards that have the same specified beginning, middle, or ending sound as the word you pronounce. For example, "Find a word with the same ending sound as the word 'tin'." If a student has a word with the same specified sound on the bingo board, the student should cover that word with a marker. The first student to cover words in a row, in a column, or on a diagonal wins the game.

What's That Word?

This activity requires students to identify the word that has the same beginning, ending, or vowel sound as an orally presented word. Provide students with three answer choices for each orally presented word. Direct students to listen carefully to an orally presented word and then to circle the word that has the same specified sound. Use single-syllable words that are unfamiliar to your students to ensure that you are providing practice in sound discrimination.

Teacher Says: Find the word that has the same vowel sound as the word "tin."

Students see: dig pot cub

Sound For The Day

Write a new letter on the chalkboard at the beginning of each day. For consonants, have students first think of words that start with that consonant sound and then words that end with that consonant sound. For vowels, have students think of words that have the vowel sound (medial) represented by the letter.

List students' words on the board and have students say the words aloud with added emphasis on the sound of the day. Once students are competent doing this exercise you may wish to have students practice two sounds that are similar (such as /n/ and /m/) or two sounds that students easily confuse (for example, /i/ and /e/).

In addition, you may wish to have students make initial and final consonant and medial vowel substitutions and practice pronouncing the sound in various real and nonsense words.

For example, if the sound of the day were /n/, the following words could be used:

nan	nip	nan
ran	nin	nen
fan	nit	nin
man	nib	non
tan	niz	nun

SKILL AREA: DETAIL

The skill area of detail includes two objectives. The first objective requires students to identify a specific detail presented in a reading selection. The second objective calls for students to identify an event or step based on its sequential order as presented in a reading selection.

Objective 7: Identify specific details.

This objective requires students to identify the specific detail that answers a question about a reading selection.

Sample Item

Teacher says: "Read the story in the box to yourself. Then answer the question about the story. Fill in the space next to your answer."

> The children go to the toy store. Mary looks at the toy airplanes. Sandy pulls Dana around in a wagon. Becky looks at the talking dolls.

Who looks at the toy airplanes?

- ○ Becky
- ○ Mary
- ○ Susan

Test Questions

1. A test item will present a reading selection that provides a series of details. The selection will be followed by a question that asks about a detail in the selection.

2. The question will begin with "who," "what," "where," or "when."

Answer Choices

1. The correct answer choice will be the detail from the selection that accurately answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect Detail: A detail that is contained in the reading selection but does not answer the question.

   b. Irrelevant Detail: A detail that is not contained in the reading selection that appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is incorrect because Becky looks at the dolls.

2. Answer choice B is the correct detail. The selection states that Mary looks at the toy airplanes.

3. Answer choice C is irrelevant because the name Susan is not mentioned in the selection.

Instructional Emphases

Reading comprehension involves not only identification of the main idea, but also attention to details. Reading for details (such as, who did what, what happened where or when) helps students to understand the action or message of a story.

At the first grade level, detail questions begin with the words "who," "what," "where," and "when." A specific detail refers to information such as a time, an object, a name, or a location. It may be helpful to teach students that the words "who," "what," "where," and "when" are clue words for determining the answer to a question. For example, "who" means the student should look for the name of a person, "where" indicates a place, and "when" refers to a time.

When answering a question about a specific detail, students should be reminded to read the question and pay careful attention to the clue word or the first word of the question. Students are

not being tested on their ability to recall specific details on the TEAMS test; therefore, you may wish to encourage students to go back and reread a selection as many times as necessary to find the correct answer.

Possible Instructional Activities

Picture Specific

Provide students with a picture depicting an event or scene. Direct students to study the picture carefully, then to answer questions (teacher developed) about "who," "what," "where," or "when" details in the picture. Students can respond either orally or in writing to the questions.

Questions Galore

Provide students with a reading selection. Direct students to read the story silently, then to volunteer questions that could be asked about details in the story. For example, "Who went to the park?" and "When did the children go to the park?" Remind students to think of questions that start with "who," "what," "where," or "when." You may wish to write students' questions on the chalkboard and then ask the students to write the answers to their questions.

Detailing A Story

Provide students with a brief selection such as the one that follows. The selection should have blanks for missing details such as names, objects, times, and places. Direct students to fill in the blanks with the missing details. Encourage students to use their imagination when completing the story. Students can then exchange their stories with a classmate and quiz each other about the details in their stories.

It was late _____ (time of day). _____ (name) and _____ (name) went to the _____ (place). They heard a scary noise. _____ (name) ran home. _____ (name) stayed and pushed open the _____ (thing). _____ (name) laughed when he saw that it was only a _____ (thing).

Find the Sentence

Present to students a reading passage either on the chalkboard, on posterboard, or with an overhead projector. Call on students to read the passage aloud. Pose detail questions, one at a time. After presenting each question, ask a student to read aloud the sentence in which the answer to the question can be found.

Objective 8: Identify the sequence of events.

This objective requires students to identify, based on a reading selection, the first or last event.

Sample Item

Teacher says: "Read the story in the box to yourself. Then answer the question about what happens first or what happens last. Fill in the space next to your answer."

> Marco swims across the pool. He pulls himself out of the pool. He shuts his eyes and holds his nose. Then Marco jumps back into the pool.

What does Marco do last?

- ○ Marco jumps back into the pool.
- ○ Marco splashes water out of the pool.
- ○ Marco swims across the pool.

Test Questions

1. A test item will present a reading selection followed by a question that asks, "What does [character in story] do [first/last]?"

Answer Choices

1. The correct answer choice will be the event from the reading selection that correctly answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect Event: An event from the reading selection that does not answer the question.

   b. Irrelevant Event: An event not contained in the reading selection that appears to answer the question.

Answer Analysis for Sample Item

1. Answer choice A is correct because the last action that Marco takes is to jump back into the pool.

2. Answer choice B is irrelevant. Splashing water out of the pool is not described in the selection.

3. Answer choice C is an incorrect detail. Swimming across the pool is the first thing that Marco does, according to the selection, not the last.

Instructional Emphases

The skill of determining sequence requires students to recognize that stories are composed of different events and that these events happen in a certain order. Knowing the sequence in which events happen helps students to understand and make sense of the story.

The sequence steps eligible for testing in this objective are first and last. To help students understand the concept of ordering events, encourage students to think about the steps they take in doing ordinary activities such as brushing their teeth or making peanut butter sandwiches. Have students identify the steps that they take during these activities and then put them in the order in which they happen. For example, first students put toothpaste on the brush, next they brush their teeth, last they rinse their mouth.

Students may initially need some assistance determining the difference between information that constitutes an event (for example, "The dog jumped over the wall.") and a description of the setting or time (such as "It is early in the morning.") Emphasize that events are characterized by action. They describe something that is happening to or something that is being done by the character(s) in the story.

You may wish to have students first practice sequencing events within a pictorial context. For example, show students a two-to-three picture sequence that clearly depicts the first and last steps of an activity. Once students understand the concept of sequence, provide opportunities for students to identify the order of events in reading selections. You may wish to have

students first identify the events that take place in a reading selection, then number the events in the order in which they occur. Caution students to think carefully about what events are in the story. Students should also be made aware that the first/last sentence in the selection is not necessarily the first/last event.

Possible Instructional Activities

Picture It

Provide students with a story and two sheets of drawing paper. Direct students to read the story and draw two pictures. One picture should show the event that happened first; the other picture should depict the last event. When students have finished drawing, staple the pictures in sequential order.

Scrambled Sentences

Provide students with sentences, such as those presented below, that describe a series of events in a familiar activity. Sentences should be written on separate lines and randomly ordered. Direct students to number the sentences in sequential order. Ask a student volunteer to tell what happened first or last in the story and explain how the student derived the answer.

The children ate dinner.

Mary put the food on the plates.

Sally set the table.

John washed the dishes.

Scrambled Pictures

Provide students with two to four randomly ordered pictures that tell a story. Write a sentence under each picture that describes the event taking place in that picture. Students are to put the pictures in sequential order by numbering them.

Order It

At a learning center, provide students with two pictures and sentence strips that describe the event taking place in each picture. One picture should portray an event that typically would occur before the event in the other picture (putting cookies on a cookie sheet, eating cookies). Direct students to place each sentence strip under the picture that it describes and place the pictures in sequential order. Check student work and

have students replace the pictures and sentence strips in a pocket folder for other students to use.

Cartoon Sequences

Project cartoon strips with an overhead projector. Ask students to tell you what happens "first," "next," and so on to "last." Discuss how the sequence does or does not "make sense" and whether the frames would still make sense if they were moved around. You may also wish to have students create their own comic strips that can be used as the topics of further sequence discussions.

SKILL AREA: INFERENCE

Objective 9: Predict probable future outcomes.

This objective requires students to predict a probable future event by drawing a logical conclusion based on information presented in a reading selection.

Sample Item

Teacher says: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

> The baby always sleeps after she eats. The baby has finished eating her lunch. Mother puts the baby to bed.

What will happen next?

- ○ The baby will go to sleep.
- ○ The baby will eat lunch.
- ○ The baby will play with toys.

Test Questions

1. A test item will present a reading selection followed by the question, "What will happen next?"

Answer Choices

1. The correct answer choice will be an event that, given the information provided in the selection, is highly likely to occur.

2. Incorrect answer choices will be either of the following types:

   a. Contradicted: An event for which there is evidence in the selection that it would not occur.

   b. Irrelevant: An event for which there is no evidence in the selection that it would occur. This event usually entails information not included in the reading selection. Although irrelevant, this type of answer choice includes at least one concept that is contained in the reading selection.

Answer Analysis for Sample Item

1. Answer choice A is a correct prediction based on the reading selection. The reader is informed that the baby always sleeps after she eats. The baby has been fed and put to bed. The most reasonable prediction based on this information is that the baby will go to sleep.

2. Answer choice B is contradicted by the second sentence which states that the baby has already finished eating lunch.

3. Answer choice C is irrelevant because playing with toys is not mentioned in the reading selection.

Instructional Emphases

The capacity to infer logical conclusions from the information available in a reading selection is an important aspect of critical thinking. At the first grade level, this skill focuses on the students' ability to predict outcomes based on information presented in a reading selection.

To predict an outcome using information in a reading selection, students must be able to draw logical conclusions from the information presented. At the first grade level, the TEAMS prediction items contain all of the information students need to make the prediction presented as one of the answer choices. Students should be aware that there are clues or details in each selection that will help them to figure out what will happen next.

The clues provided in the TEAMS items are based on the following model for drawing logical conclusions.

If A happens, then B will happen. A happens.
Prediction: B will happen.

For example:

> Carlos walks to school when it is sunny.
> It is sunny outside. Carlos is ready to leave
> for school.
>
> Prediction: Carlos will walk to school.

Use concrete examples illustrating events familiar to your students to help them understand this model for predicting outcomes in reading selections. Once students are familiar with the concept of using clues for predicting outcomes, provide opportunities for students to predict outcomes from selections they read or from selections that are read to them. Encourage students to attend to the clues or details provided in the selection to help them figure out what will happen next.

Possible Instructional Activities

Comic Relief

Distribute copies of four or five comic strips in which the last frame is empty. Based on information provided by you, students will arrive at a logical ending for the comic strip story. For example, you read the following to your students:

> When Kit Kat sees Pepe Pup, she
> always runs away.

Direct them to a three-frame cartoon stip, the last frame of which is empty. The first frame might show Kit-Kat happily snoozing or walking along by herself; the second frame should show panic or annoyance on her face as Pepe Pup appears on the scene. Students are to fill in the last frame with a drawing of Kit Kat running away. You may also wish to provide a line below the cartoon on which students can clarify their prediction by writing a sentence such as "Kit Kat runs away." Continue with the remaining three or four comic strips.

Make A Prediction

Provide students with situations based on the model used in the TEAMS items:

> If A happens, then B will happen. A happens.
> Prediction: B will happen.

Have students discuss why the outcome "B will happen" is the best prediction for that situation. Focus students' attention on the clues presented that lead up to that prediction.

End It

Provide students with short stories describing situations based on the model used in the TEAMS items. As shown in the example below, leave off the ending of the story. Direct students to read the selection and, using the clues provided, write an ending to finish the story. As a group activity you may wish to discuss those clues in the story that led students to predict a particular outcome.

> John goes for a swim as soon as he wakes up. The sun wakes John up. John gets out of bed. He puts on his swim trunks. Then John_____.